



**THE VOCABULARY MASTERY
OF EIGHTH GRADE STUDENTS OF *SMP N 1 MEJOBO
KUDUS* TAUGHT BY USING WORD TREE
IN THE ACADEMIC YEAR 2011/ 2012**

by

**Siti Maghfuroh
NIM 200732209**

**DEPARTMENT OF ENGLISH EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2012**



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OF EIGHTH GRADE STUDENTS OF *SMP N 1 MEJOBOKUDUS* TAUGHT BY USING WORD TREE
IN THE ACADEMIC YEAR 2011/ 2012**

SKRIPSI

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in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education

by:
Siti Maghfuroh
NIM 200732209

**DEPARTMENT OF ENGLISH EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

**2012
MOTTO AND DEDICATION**

Motto:

- The past event cannot be changed; the future can be struggled to be better by starting right now.
- The most important formula to the success is “The way we interact with society (Theodore Rossevelt).



I dedicate this skripsi to:

My beloved parents

My family and boy friend

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Siti Maghfuroh has been approved by the advisors for further approval by the examining committee.

Kudus, March 2012

First advisor

Nuraeningsih, S.Pd., M.Pd.
061070100000201

Second Advisor

Dr. H. Ahmad Hilal Madjdi, M. Pd
NIS. 0610713020001020

Acknowledged by

The Faculty of Teacher Training and Education
Dean,

Drs. Susilo Rahardjo, M. Pd.
NIP. 195606191985031002



EXAMINERS' APPROVAL

This is to certify that the Skripsi of Siti Maghfuroh (NIM: 200732209) has been approved by the Examining Committee as a requirement for the Sarjana Degree in the Teaching of English as a Foreign Language.

Kudus, March 24th, 2012

Skripsi Examining Committee:

Nuraeningsih, S.Pd., M.Pd. Chairman

Dr. H. Ahmad Hilal Madjdi, M. Pd Member

Atik Rokhayani, S.Pd., M.Pd. Member

Rismiyanto, S. S., M. Pd. Member

Acknowledged by

The Faculty of Teacher Training and Education
Dean,

Drs. Susilo Rahardjo, M. Pd.
NIP. 195606191985031002

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Praise be to Allah SWT the Almighty, the most Gracious and Merciful, so I can finish this skripsi entitled “The Vocabulary Mastery of Eighth Grade Students of *SMP N 1 Mejobo Kudus* taught by using Word Tree in the Academic Year 2011/ 2012.”

I realize that this skripsi would never be complete without assistance of others. Therefore, I would like to express my sincerest appreciation and deepest gratitude to:

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6. Uka Wisnu Sejati who always loves and accompanies me in happiness and sorrow.
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Thank you very much.

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Siti Maghfuroh

ABSTRACT

Maghfuroh, Siti. 2012. **The Vocabulary Mastery of Eighth Grade Students of *SMP N 1 Mejobo Kudus* Taught by Using Word Tree in the Academic Year 2011/ 2012**. Skripsi: English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Nuraeningsih, S.Pd., M.Pd., (2) Dr. H. Ahmad Hilal Madjdi, M. Pd.

Vocabulary is central to language. Without a sufficient vocabulary, one cannot communicate or express his/her idea both oral and written form. However, many students still have limited vocabulary. Therefore, they have to get a new way to enrich their vocabulary. Word Tree is one of technique that can make the students master vocabulary easily.

The objective of this research is to find out whether there is significant difference of vocabulary mastery of the eighth grade students of *SMP N 1 Mejobo Kudus* in the academic year 2011/ 2012 before and after being taught by using Word Tree.

The subjects of the research were the eighth grade students of *SMP N 1 Mejobo Kudus* taking English subject. This research was hypothesized that Word Tree technique can improve the vocabulary mastery of eighth grade students of *SMP N 1 Mejobo Kudus*. The design of this research was pre experimental research design because it is to find out whether there is effect relation to the variable or not. There was one experimental group.

The result showed that the vocabulary mastery of the eighth grade students of *SMP N 1 Mejobo Kudus* before being taught by using Word Tree was categorized sufficient. The Mean and standard deviation are 64.71 and 7.47. Meanwhile, the vocabulary mastery of the eighth grade students of *SMP N 1 Mejobo Kudus* after being taught by using Word Tree was categorized good. The Mean and standard deviation are 82.35 and 7.30. It is concluded that there is a significant difference of vocabulary mastery of the eighth grade students of *SMP N 1 Mejobo Kudus* in the academic year 2011/ 2012 before and after being taught by using Word Tree. It means that the students made significant progress in vocabulary mastery.

Considering the process and the results of this research, the writer suggests: the English teachers can use Word Tree as a teaching technique in teaching vocabulary because it creates a comfortable non-stressful environment for learning and practicing English; the students who take English class can use Word Tree as one of technique to improve their vocabulary mastery because it can help them learn more, have more fun, and develop many other skills; for further research, a similar research can also be conducted to improve the other skill.

ABSTRAKSI

Maghfuroh, Siti. 2012. Penguasaan Kosakata Siswa Kelas Delapan *SMP N 1 Mejobo Kudus Diajar dengan Menggunakan Word Tree Tahun Pelajaran 2011/2012..* Skripsi: Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Nuraeningsih, S.Pd., M.Pd., (2) Dr. H. Ahmad Hilal Madjidi, M. Pd.

Kosakata adalah bagian sentral dalam bahasa. Tanpa kosakata yang cukup, seseorang tidak bisa berkomunikasi atau mengungkapkan ide baik secara lisan maupun tertulis. Namun, masih banyak siswa yang memiliki kosakata yang terbatas. Oleh karena itu, mereka harus mendapatkan cara yang baru untuk meningkatkan kosakata mereka. Word Tree adalah salah satu tehnik yang bisa membuat siswa menguasai kosakata dengan mudah.

Tujuan dari penelitian ini adalah untuk menemukan perbedaan yang berarti pada penguasaan kosakata siswa kelas delapan SMP N 1 Mejobo Kudus tahun pelajaran 2011/2012 sebelum dan sesudah diajar menggunakan Word Tree.

Subjek dari penelitian ini adalah siswa kelas delapan SMP N 1 Mejobo Kudus yang mengikuti pelajaran bahasa Inggris. Penelitian ini dihipotesiskan bahwa Word Tree dapat meningkatkan penguasaan kosakata siswa kelas delapan SMP N 1 Mejobo Kudus. Desain dari penelitian ini adalah *pre-experimental design* karena peneliti penelitian ini untuk menemukan apakah ada hubungan akibat dari variabel atau tidak. Ada satu kelompok penelitian.

Hasil penelitian menunjukkan bahwa penguasaan kosakata siswa kelas delapan SMP N 1 Mejobo Kudus sebelum diajar dengan menggunakan Word Tree dikategorikan cukup. Nilai rata – rata dan standar deviasi adalah 64.71 dan 7.47. Sementara, penguasaan kosakata siswa kelas delapan SMP N 1 Mejobo Kudus setelah diajar dengan menggunakan Word Tree dikategorikan bagus. Nilai rata – rata dan standar deviasi adalah 82.35 dan 7.30. Hal ini dapat disimpulkan bahwa ada perbedaan yang berarti pada penguasaan kosakata siswa kelas delapan SMP N 1 Mejobo Kudus sebelum dan sesudah diajar menggunakan Word Tree. Hal ini berarti siswa membuat peningkatan yang berarti.

Mempertimbangkan proses dan hasil dari penelitian ini, penulis menyarankan: guru bahasa Inggris bisa menggunakan Word Tree sebagai tehnik pengajaran kosakata karena ini bisa menghasilkan lingkungan yang nyaman untuk pembelajaran dan latihan bahasa; siswa yang mengikuti pelajaran bahasa Inggris bisa menggunakan Word Tree untuk meningkatkan penguasaan kosakata karena ini bisa semakin membantu mereka belajar, mendapatkan kesenangan, dan meningkatkan ketrampilan yang lain; untuk penelitian selanjutnya, penelitian yang sama dapat juga dilakukan untuk meningkatkan ketrampilan yang lain.

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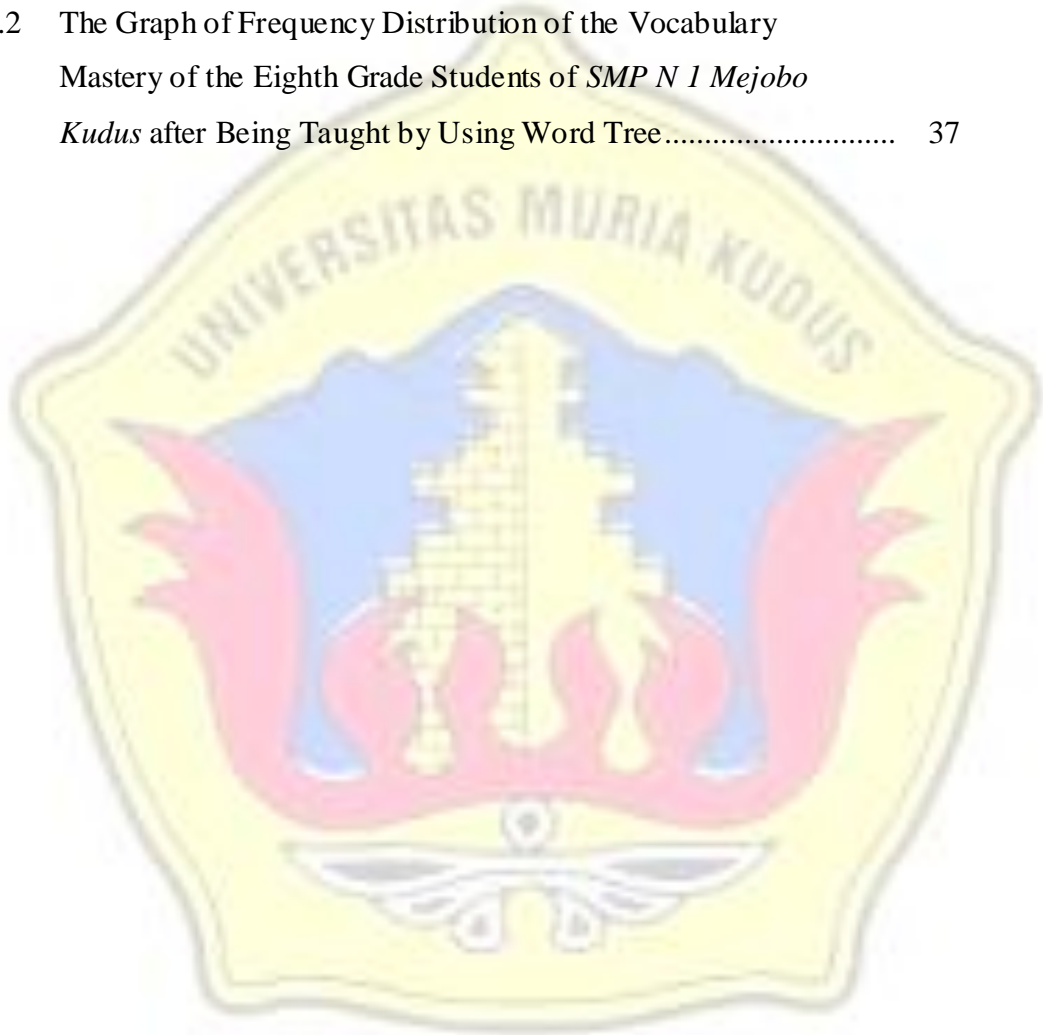
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